

Analysis the Effect of Transformational Leadership on Student Satisfaction and Its Impact on Motivation to Learn on Higher Education

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Abstract—The purpose of this study is to have better understanding the role of transformational leadership and its impact of student satisfaction and motivation to learn. This research took students as the research object. The survey questionnaire was used to obtain data. Results from a survey of 258 students were analysed using simple regression to perform statistical analysis. The scales used were transformational, student satisfaction and motivation to learn. The results show that transformational leadership positively influenced student satisfaction and motivation to learn. Moreover, motivation to learn positively affected by student satisfaction.

Keywords—*motivation to learn, student satisfaction, transformational leadership*

I. INTRODUCTION

Higher education in general need to develop innovations such as online learning to meet emerging problems and challenges due to increasing global competition, students' expectations or market changes and these challenges require education institution to engage in online learning systems to improve the current state. In addition, higher education to some extent is known as an "industry", and private universities is arguably competing with other private institutions as well as public universities. This situation is becoming critical in present days of global recession where lesser students will be welcomed in the job market. Thus, both society and universities can be cost effective having them accountable for making alumni which are transformed into and knowledge capital at the societal level. One of the best ways to become leading in academic environment is to capitalize leadership style which ensure the continuous and long-term learning process via technology.

Moreover, universities appear to be driven toward retaining their students, realizing that sustainability in lecturing will be depending upon the leadership style giving to students. The style a leader possess has become the cutting edge, which distinguishes universities apart from their competitors [1]. This

will arguably affect student satisfaction and motivation to learn amongst students [2].

Effective leaders need to understand the viewpoints of their students so each leader may use appropriate leadership styles in different online learning settings to create an inclusive and an effective study environment that could enhance student satisfaction and led to motivation to learn. Although transformational leadership is supposed to be positively related to students behaviour, the prior studies appear yielded inconsistent results and showed a high variation in the relationship between transformational leadership and students behaviour. This suggests that leadership behaviours can create the right climate for managing online learning which will in turn lead to student satisfaction and motivation to learn as well. Using online learning tools, transformational leadership and e-learning can be incorporated for more effective learning processes to stimulate student satisfaction in different programs, therefore, enable student's motivation to learn. As stated above, however, there seems lack of studies on examining roles of transformational leadership behaviours on student satisfaction and motivation to learn in the private education [2]. As a result, this study sought to examine the existing literature by investigating the impact transformational leadership on student satisfaction and motivation to learn in online learning at the private university.

II. LITERATURE REVIEW

A. Transformational Leadership

1) *Definition of transformational leadership*: The meaning of transformational leadership is that it is positively related to innovative students so as to produce consistent results. The aim of this study is to address an important but relatively unclear problem. This study examines the role of mediation to motivate students in which transformational leadership influences employee innovative work behavior [3]. This effect is felt by the intellectual stimulation, emotional appeal and

inspiration of the leader and the innovation goals appear vibrant, lively, interesting and even real [4]. In transformational leaders, visionary initiatives, functional skills, individual mentoring, supportive culture and intellectual stimulation abilities can influence students to engage in innovative behavior [5].

Another definition finds that transformational leaders enhance student creativity by providing psychological empowerment, which increases employee motivation to learn [6]. Intrinsic motivation contributes to innovative work behavior because they feel controlled by their activities [7]. Most such leaders usually encourage to engage in innovative work behavior by providing a supportive environment [8]. So that transformational leaders can create a supportive workplace through inspiring, motivational and individual considerations and such a supportive environment effectively increases motivation to be involved in implementing new ideas [9]. This provides support and feedback in the search for innovative and optimal solutions [3]. By noting that innovation is quite a time-consuming and risky endeavor therefore leaders must know the right time and procedure to provide the necessary support to improve the innovative performance of followers [10]. suggested that transformational leaders must be open, experimenting and dare to take risks, resulting in innovative work behavior in the context of an organization [11]. Here are some dimensions of transformational leadership.

2) *Several dimensions of transformational leadership:*

a) *Idealized Influence (II):* Transformational leaders are able to make their subordinates follow them because they think that transformational leaders can be used as role models or good figures for their subordinates. A leader is someone who is respected, emulated, and can be trusted. His subordinates aspire to be like him, his subordinates imitate his behavior, and transformational leaders are considered by his subordinates to have good advantages and abilities.

b) *Inspirational Motivation (IM):* Transformational leaders always encourage their subordinates to have a vision for the future, have good communication, and are highly committed to their work. This can happen because transformational leaders always motivate and provide examples to their subordinates by paying attention to their work; build morale, and provide a sense of enthusiasm and optimism.

c) *Intellectual Stimulation (IS):* Transformational leaders encourage their subordinates to try to be innovative and creative by actively asking about their assumptions, exploring pre-existing problems, and updating old approaches with newer ones.

d) *Individual Consideration (IC):* Transformational leaders pay more attention to each follower individually to achieve and develop by acting as a coach or mentor, so that followers will develop their potential to a much higher level. The main requirement for this component is a conducive climate.

From these four dimensions, an inspiring environment is created in carrying out challenging tasks and making employee work more interesting and fun [12]. This is what makes students more creative and can find innovative results [11]. From this, Student Satisfaction was created in relation to work and education.

B. *Student Satisfaction*

1) *Definition of student satisfaction:* The definition of student satisfaction is to consider student satisfaction as one of the main elements to ensure quality assurance and improvement of their programs [13]. Student satisfaction is an important concept in the university field because it is a measure often used in ranking and league tables which are usually used as a measure of the reputation of a university [14]. Universities can also benefit from student satisfaction with higher student retention rates and reduced friction and as a result, a positive influence on student numbers [15]. In this case also has an impact on Student Satisfaction.

2) *Impact of student satisfaction:* The impact of student satisfaction is that on the application of students who are at home to get a bachelor's degree using the data in this study they must understand how the quality of market signals in higher education works [16]. Despite the substantial research attention to academic experience and student satisfaction, most of the studies conducted have focused on undergraduate student satisfaction, while no research has focused on graduate student satisfaction [16]. Likewise, academic staff is not only the main point of contact for academic issues, but also for non-academic issues. Staff enthusiasm and its influence in creating a supportive learning environment also has a positive impact on student satisfaction [17].

In this regard, it affects the management of facilities that play an important role in achieving university goals by providing students and employees with an effective infrastructure as the basis for university functions [18]. further articulate this point by stating that their research findings indicate that factors associated with research and teaching spaces have the greatest impact on overall satisfaction for both student and staff groups as an improvement in the quality of these spaces [18]. Will directly assist staff and students in achieving their goals. In addition, university facilities have an impact on students' university choice [19] because service quality has an impact on student learning [20].

On the other hand, they also determined that computer access on campus did not affect student satisfaction [21], but unsuitable facilities have been found to damage and decrease student motivation [22]. In addition, the organization and management of the course have an effect on the quality of services provided to students. As a result, it affects student satisfaction [23]. That students have a higher level of satisfaction than students on the placement of supporting elements [24]. concluded that student learning experiences increase when assessment expectations are clearly stated and

prompt feedback is given [25]. From student satisfaction, motivation to learn is created.

C. Motivation to Learn

1) Definition of motivation to learn: The definition of motivation to learn is assistance to students who are learning to change their behavior, in ways or elements that affect this behavior [26]. In addition, motivation to learn is a power from within the human mind such as curiosity, a desire that is expected, and high aspirations, so that it can make someone learn [27]. Motivation to learn is needed to increase enthusiasm, make feelings better, and foster a desire to seek knowledge or information [28]. When viewed from the theories related to motivation to learn, it can be formulated the notion that motivation is not an output or result, but a process. If there is the right motivation, the learning outcomes will be maximized. If there is good motivation, learning outcomes will be good. So that employees can learn well, motivation to learn is needed.

To choose student motivation to be active in learning as a mediating factor and task complexity and innovation climate as a moderating factor lies in the idea of integrating multi-level factors for a holistic understanding of employee innovation [29]. Motivation to learn as a mediating factor of innovative work behavior It is said that "a continuous commitment to learning is central to innovation" [30]. Students to be involved or not involved in innovative behavior are influenced by their motivation to learn [7]. Motivation to learn refers to the desire of students to learn new knowledge or insights that encourage individuals to be creative and innovative in their work [31].

Individuals with strong motivation to learn see difficult tasks as opportunities for growth and development [32]. A meta-analytic study also provides strong evidence that motivation to learn is positively correlated with learning outcomes for declarative knowledge and skill acquisition [33]. The conceptual framework can be seen in figure 1.

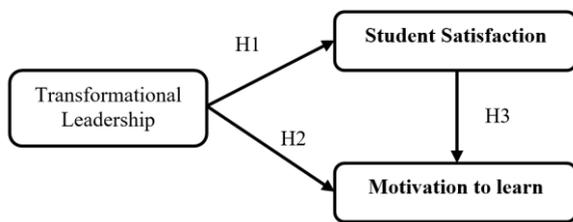


Fig. 1. Conceptual framework.

III. HYPOTHESIS DEVELOPMENT

Transformational leaders are ready to be leaders and give important tasks to student satisfaction, it can be seen from the complex student satisfaction interactions that give rise to feedback from the individual level factors themselves, besides that organizations must facilitate with their own initiative in

managing the organization so as to generate motivation in students themselves [34].

A. H1: There is a Positive Impact of Transformational Leadership to Student Satisfaction

Transformational leadership is described as a process in which leaders play ideal role models, stimulate and encourage innovative behavior, provide inspiring motivation and are involved in supporting and guiding followers to achieve a common vision and goals so that it has a positive effect on student satisfaction [35].

B. H2: There is a Positive Impact of Transformational Leadership to Motivation to Learn

The relationship between Transformational Leadership to Motivation to learn has the potential to improve overall student performance so that they become motivated [13].

C. H3: There is a Positive Impact of Student Satisfaction to Motivation to Learn

Research assumes that Student Satisfaction affects innovative Motivation to learn, depending on individual interactions, to deal with other situational and contextual factors [36].

IV. RESEARCH METHODOLOGY

A. Methods

Quantitative approach and survey methodology were employed to collect data. The questionnaire was distributed to the students of four level degree program of Faculty of Economics and Business, Universitas Trisakti, included diploma, bachelor, master and doctoral degree through google form. Convenience sampling was used to distribute the questionnaires to the targeted sample. Of the distributed questionnaires, 258 were returned and all of them were usable.

B. Measures

A survey questionnaire was developed to collect the required data for the current study. The questionnaire contained 33 items for measuring the research variables: 20 items to measure transformational leadership adopted from Podsakoff et al [37], 9 items to measure student satisfaction adopted from Dziuban et al., [38] and 4 items to measure motivation to learn adopted from Noe and Schmitt [39]. Respondents were asked to indicate their agreement or disagreement with the statements provided using a five-point Likert scale where 1 indicated strongly disagree and 5 indicated strongly agree.

C. Validity and Reliability

All items of questionnaires were valid, since their factor loading were more than 0.35. We know that loading factor for sample size 250 = 0.35 [40].

Reliability of the constructs was tested using Cronbach's Alpha. The Cronbach's Alpha values were 0.936 for transformational leadership, 0.923 for student satisfaction and

0.84 for motivation to learn. These values indicated acceptable internal consistency with $\alpha > 0.70$ for the three constructs [40]. The validity test can be seen in table 1.

TABLE I. VALIDITY TEST

		FL1	FL2	FL3
	Idealized Influence	0.638		
TL1	My lecturer instills pride in me when associated with others			
TL2	My lecturer talks about my most important values and beliefs	0.690		
TL3	My lecturer specifies the importance of a strong sense of purpose	0.642		
TL4	My lecturer convinces me to go beyond self-interest for the good of the group	0.492		
TL5	My lecturer acts in ways that build others' respect for me	0.644		
	Inspirational Motivation	0.620		
TL6	My lecturer considers moral and ethical consequences of decisions			
TL7	My lecturer displays a sense of power and confidence	0.727		
TL8	My lecturer emphasizes the importance of having a collective sense of mission	0.756		
TL9	My lecturer talks optimistically about future	0.731		
TL10	My lecturer talks enthusiastically about what needs to be established	0.682		
	Intellectual Stimulation	0.674		
TL11	My lecturer articulates a compelling vision of future			
TL12	My lecturer expresses confidence through his/her behavior that goals will be achieved	0.679		
TL13	My lecturer re-examines the critical assumptions and questions whatever they are appropriate	0.712		
TL14	My lecturer seeks differing perspective when solving problems	0.704		
TL15	My lecturer gets others to look at problems from many different angles	0.611		
	Individual Consideration	0.680		
TL16	My lecturer suggests new ways of looking at how to complete assignments			
TL17	My lecturer spends time coaching, teaching and mentoring his/her followers	0.699		
TL18	My lecturer treats others as individuals rather than just as a member of a group	0.716		
TL19	My lecturer considers an individual as having different needs, abilities and aspirations from others	0.697		
TL20	My lecturer helps others to develop their strengths	0.725		
SS1	Generally, I am more engaged in my online learning		0.701	
SS2	I have more opportunities to reflect on what I have learned in online learning		0.841	
SS3	Online learning helps me understand course material		0.851	
SS4	There are more opportunities to collaborate with other students in an online learning		0.767	
SS5	My online experience has increased my opportunity to access and use information		0.719	
SS6	I am more likely to ask questions in online learning		0.756	
SS7	Generally, I understand course requirements better in an online learning		0.847	
SS8	Because of online learning, I am more likely to get a degree		0.739	
SS9	I can manage my own learning better in online learning		0.860	
ML1	I am motivated to learn the skills emphasized in the job			0.810
ML2	I will try to learn as much as I can from my job			0.852
ML3	I am willing to exert considerable effort in my job in order to improve my skills			0.853
ML	I often look for opportunities to develop new skills and knowledge			0.777

V. RESULTS

Of 258 respondents participated in this survey: 53.9% are female; 76.4% are bachelor's degree; 50% between 20 – 30 years old; 84.5% are single; 65.1% are unemployed and 59.7% of them have 1 – 3 years length of study.

A. Descriptive Statistics

By using SPSS 25, total mean of transformational leadership = 4.279. The leadership style possessed by the lecturer is felt strong. Students argue that the leadership of a lecturer is critical with assumptions and questions, provides good guidance and learning and helps students to develop their abilities.

Variable student satisfaction has total mean 3.478. There is a satisfaction that is felt enough by students. Students are more actively involved in asking questions in learning activities. In addition, they feel that they have a big enough obsession to get their degree on time.

Total mean of motivation to learn = 4.322. Students have high motivation to learn. Students are willing to put forth maximum effort in learning in order to improve skills. Students are always looking for opportunities to seek new knowledge, the desire to repeat lessons in learning process is strong.

B. Hypotheses Testing

To test the study hypotheses, linear regression analysis was used. Determination coefficient test can be seen in table 2.

TABLE II. DETERMINATION COEFFICIENT TEST

	R	R Square	Adjusted R Square	Std Error of the Estimate
TL and SS	.391 ^a	.153	.150	7.13887
TL and MTL	.613 ^a	.376	.374	1.76826
SS and MTL	.384 ^a	.148	.144	2.06665

a = Constanta

TABLE III. LINEAR REGRESSION ANALYSIS FOR THE EFFECT OF TRANSFORMATIONAL LEADERSHIP TO STUDENT SATISFACTION AND MOTIVATION TO LEARN

	Beta	sig	Decision
H1 : TL -> SS	0.391	0.000	Supported
H2 : TL -> MTL	0.748	0.000	Supported
H3 : SS -> MTL	0.384	0.000	Supported

Source: SPSS 25

As shown in Table 3, the effect of transformational leadership on student satisfaction and motivation to learn and also the effect of student's satisfaction on motivation to learn were positive and significant; therefore all of hypotheses were supported.

VI. DISCUSSION

The current study examined the effect of transformational on student satisfaction and motivation to learn and also the effect of student satisfaction on motivation to learn. The study results proved that transformational leadership positively and significantly effected on student satisfaction and motivation to learn. These results are in line with some previous studies [41-44].

Another finding of the current study also proved that student's satisfaction positively and significantly effected on motivation to learn. This result is also consistent with previous studies [45-47].

VII. CONCLUSION

This research was conducted for all degrees in Faculty of Economics and Business, Universitas Trisakti to examine the effect of transformational leadership on student satisfaction and motivation to learn in online learning. The findings indicated significant effect of transformational leadership on student satisfaction and motivation to learn. The result also revealed the positive and significant effect of student satisfaction on motivation to learn.

VIII. PRACTICAL IMPLICATIONS

With student satisfaction and high learning motivation, the quality of learning outcomes will increase. Thus, it can be said that quality of the output has also improved. The increased quality of output has an effect on the image of higher education from society thus it will eventually increase the number of students applying for studying, improve university ranking, there will be a lot of word of mouth so that it can affect the number of new students.

IX. LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

This research has some limitations that could be considered in future studies. First, the use of convenience sampling limits the generalizability of the results. Second, the number of research variables in this study is only limited to transformational leadership, student satisfaction and motivation to learn. Third, relatively small number of samples since the sample size was only 258.

Future studies are recommended with a sample covering most universities in Jakarta at least that have the same accreditation as Universitas Trisakti. In addition, future studies could add other research variables such as student performance impact, actual use of online learning, learning climate, etc. It is also suggested to increase the number of samples by distributing the questionnaires to a wider range of students.

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